DEPARTMENT OF THE ARMY   ER 690-1-1214
U.S. Army Corps of Engineers
CEHR-D   Washington, DC 20548-0001

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No. ER 690-1-1214

Civilian Personnel
USACE LEADERSHIP DEVELOPMENT PROGRAM (LDP)

1. Purpose. To establish policy and minimum requirements for USACE Leadership Development Programs (LDPs) that aligns them with the USACE Learning Organization doctrine and the strategic direction of the Corps. This alignment of shared outcomes and objectives includes a shared language that describes leadership, a shared concept of what we mean by leadership, and enables the teamwork required by USACE 2012, the Project Management Business Processes (PMBP), as well as mobility in the workforce. When LDPs are aligned, we develop leaders focused on a shared vision, who accomplish mission, meet challenges and create a learning organization that enables us to continuously adapt and adjust the USACE strategic direction to sustain our relevance to the Army and the nation.

2. Applicability. All USACE organizations (to include Major Subordinate Commands (MSC), Districts, Field Operating Activities (FOAs), Laboratories, and Centers.)

3. Distribution Statement. For public release, unlimited.

4. References.

    a. AR 600-100, *Army Leadership*, 17 September 1993
    b. FM 7-0, *Training the Force*, 22 October 2002
    c. DA PAM 350-58, *Leader Development for America's Army*, 13 October 1994
    d. FM 22-100, *Army Leadership, Be, Know D*o, 31 August 1999
    e. USACE, *USACE 2012: Aligning the U.S. Army Corps of Engineers for Success in the 21ˢᵗ Century*, October 2003
    f. USACE, *Learning Organization Doctrine: Roadmap For Transformation*, November 2003
    g. USACE, *USACE Strategic Direction,* June 2005
    h. EIG, *Inspection of Leader Development Programs*, March 2005
    i. DA PAM 690-46, *Mentoring For Civilian Members of the Force,* 31 Jul 1995
    j. USACE, *Coaching, Counseling and Mentoring Guide,* Online via
http://usace-ccm-guide.com/index1.htm
    k. AR 350-1, Army Training and Leadership Development, 13 January 2006

5. <u>Appendices</u>.

    a. Appendix A provides definitions for the purpose of assuring a common understanding of key and essential terms.

    b. Appendix B provides a description of the minimum required content for the four levels of the USACE LDP.

6. <u>Policy</u>. Major Subordinate Commanders, Center Commanders, the Director of Engineering Research and Development Center (ERDC), and District Commanders will begin implementation of the USACE LDP and be fully implemented no later than 1st Quarter FY08. Existing programs should transition to the new minimum requirements provided by the USACE LDP. Commanders are encouraged to supplement the USACE LDP with additional local requirements that are consistent with program objectives. Requests for a waiver to the implementation date must be submitted in writing to USACE Deputy Commander.

7. <u>Context for Change</u>. The Corps traces its history to the beginning of this nation. It has provided invaluable service since that time and has proven its flexibility by adapting to change at various points in its history. Today's environment of increasing tempo, customer choice, increased retirements, contingency operations, support to the warfighter, and a constrained budget requires us to take an even more systemic, collaborative and inclusive approach to remain relevant to our stakeholders. Additionally, we must continue to build and maintain strategic alliances to understand stakeholder values, their challenges and to assist them in accomplishing their mission in a supportive or a lead role. We do this by learning efficiently and effectively from what works and what doesn't work in a non-adversarial environment that facilitates flexibility and empowerment - a learning organization.

8. <u>Strategic Goals</u>. Leaders create the learning organization through the way they behave, work with others and lead teams. The USACE LDP is designed to create and communicate a systemic process that involves the Corps at large in the development of the kind of leader necessary to sustain the Corps now and into the future.

    a. LDPs will develop and nurture leaders who continuously adapt and adjust the USACE strategic direction to sustain our relevance to the Army and the Nation.

    b. LDPs will develop leaders for a learning organization who encourage innovation, teamwork and partnerships to ensure customer success and develop organizational learning in the process of work and meetings. These leaders create a learning agenda, and drive it forward as an engine of organizational transformation.

c. LDPs will increase individual awareness of talents and how to identify and develop them to increase personal and organizational competence. LDPs will also develop awareness of other's talents and the increased value to stakeholders and the mission when their talents are aligned with their work.

9. Strategic Requirements. The foundation of the USACE LDP also includes three major strategic requirements that will enable the Corps to develop and support potential leaders who have the capability to drive the Corps in its strategic direction.

a. A common leadership language: A consistent picture of leadership through shared concepts and language. It includes a deepened awareness of talents for individual, team and organizational performance through shared assessments and definitions.

b. Alignment with the *Learning Organization Doctrine*. Leaders in a learning organization have the motivation and capability to learn and increase corporate learning. They create the non-adversarial, empowering culture of a learning organization that helps customers succeed.

c. A systemic understanding of leadership. Organizations throughout USACE share a common understanding and commitment to developing the kind of leadership needed to support USACE strategic direction.

10. Operational Requirements. There are two operational requirements that form the basis of the need for a common program structure.

a. Consistency. The USACE LDP identifies minimum required components, and requires consistent program objectives and outcomes for all leadership development programs.

(1) LDPs adhere to USACE LDP numbered program levels and the USACE LDP content (Appendix B) is USACE policy.

(2) Commanders are encouraged to supplement the USACE LDP with additional content, as needed as long as additions are consistent with program objectives.

b. Transportability among LDPs across USACE.

(1) LDP participants will be able to transfer what they have learned about leadership from one location, and have it corporately accepted and applied anywhere within the Corps. Accomplishments in a particular level in one location will be accepted in another location.

(2) If a USACE LDP participant transfers within USACE, the two organizations will work together with the employee to ensure the employee either completes the program at the original location or transfers smoothly into the program at the new organization, with acceptance into a future LDP class as an option.

11. <u>USACE LDP Essential Principles.</u>

a. LDPs grow leaders-at-all-levels; recognizing individuals can be leaders of processes or situations regardless of their role in the organization.

b. LDPs support the succession planning process.

c. LDPs in the Corps are aligned with the USACE Learning Organization doctrine and based upon the Be-Know-Do-Learn model of individual development.

d. LDPs are aligned with the way we operate as regional business entities and as one Corps.

e. LDPs are designed to achieve the USACE LDP performance objectives and outcomes.

f. LDPs promote continuous, career-long learning and education to attain greater individual and organizational competence.

g. It is not intended that every Corps employee participate in every level, or that levels be completed in successive years. To that end, participants may incorporate other developmental experiences such as Career Programs and Department of Army and Department of Defense leadership programs.

12. <u>Roles and Responsibilities</u>.

a. Commander, USACE communicates leadership development philosophy and program through policy to achieve strategic goals. Appoints the USACE LDP Champion.

b. MSC Commanders and U.S. Army Engineer Research and Development Center (ERDC) Director. They may supplement program with curriculum that is congruent with the USACE LDP goals and objectives. Commanders and Directors are responsible for providing oversight and executing program level 3 by:

(1)   Appointing a USACE LDP Regional Champion within their respective Region as defined by the Regional Business Center (RBC).

(2) Ensuring subordinate commanders and senior staff are aware of USACE LDP opportunities and encourage subordinates to take advantage of these opportunities.

(3) Ensuring managers and supervisors are actively involved with the USACE LDP.

(4) Determining annual level of participation in collaboration with subordinate organizations based on available funding. Estimated hours for each level are provided in Appendix B to aid in resource planning.

c. District Commanders, Laboratory Directors, Center Commanders, and Field Operating Agencies (FOA). District Commanders, Laboratory Directors, Center Commanders and FOAs are responsible for providing oversight and executing program levels 1 and 2 by:

(1) Promoting leadership development and may supplement with curriculum that is congruent with the USACE LDP goals and objectives.

(2) Ensuring discussion of the program is included as part of an employee's performance counseling.

(3)   Ensuring supervisors and staffs are aware of USACE LDP opportunities and encourage subordinates to take advantage of these opportunities, and that time is available to support employee participation.

(4) Determining annual level of participation based on available funding. Estimated hours are provided in Appendix B to aid in resource planning.

d. USACE LDP Champion – a HQUSACE senior executive with a passion for leadership development, responsible for ensuring the strategic goals of the USACE LDP are achieved. The USACE LDP Champion is also responsible for oversight and execution of program level four.

e. USACE LDP Regional Champions – an individual in a top leadership role in each Region as defined by the Regional Business Center (RBC), or the Division Commander, as well as ERDC, with a passion for leadership development. The Regional Champion is responsible for ensuring the USACE LDP is executed throughout their respective regions, meeting strategic and operational requirements, and achieving intended outcomes.

f. USACE LDP Program Manager, Human Resource Development Division, Directorate of Human Resources, HQUSACE, provides program management and oversight for the USACE Leadership Development Program throughout USACE, and is responsible for ensuring the USACE LDP is accomplishing intended outcomes. The USACE LDP Program Manager works closely with the USACE LDP Regional Champions.

g. Equal Employment Manager, HQUSACE – serves as advisor to the USACE Commander to ensure that equal opportunity is available to all applicants and participants without regard to sex, age, race, national origin, color, religion, and physical disability.

    h. Senior Leaders and Supervisors at all levels support the USACE LPD and ensure that employees are well informed regarding its development opportunities. Ensure discussions of the program are included as part of participants' performance counseling. Support the development of employee's leadership potential by encouraging participation in the USACE LDP.

    i. Corps Employees are offered leadership development opportunities through the USACE LDP. Each member is encouraged to actively participate in the program to fully develop leadership potential.   Employees in the Corps should include USACE LDP participation in their Individual Development Plans (IDP).

13. <u>Communications.</u> The USACE LDP Program Manager will discuss issues, lesson learned, suggested program and implementation revisions with those involved in implementation and oversight of the USACE LDP. All will obtain, share, and collaborate on best practices in order to improve the overall program.

14. <u>Metrics</u>. Program evaluation will be conducted through the Command Strategic Review (CSR) process. There will be two phases of metrics:

    a. Phase 1: Status of Program implementation metrics to be collected beginning the fourth quarter of Fiscal Year (FY) 2008.

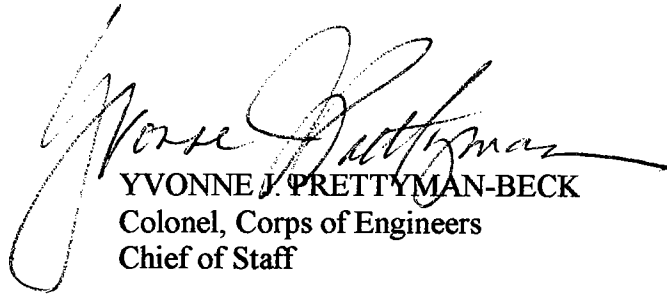   b. Phase 2: Program metrics for each level to be collected beginning first quarter FY 09.

    (1) USACE LDP participants, their supervisors, and others as appropriate will complete program evaluations at the conclusion of each level of the program. The USACE Program Manager will provide the evaluation format. Regional Program Managers will compile and forward a standardized summary of these evaluations to the USACE Program Manager.

    (2) MSC/Regional USACE LDP Champion will provide input to the CSR on contributions made by USACE LDP and participants towards Strategic Enablers such as Learning Organization and World-Class Workforce where appropriate. Suggested focus questions will be developed through dialogue with the USACE LDP Champion and Program Manager.

(3) USACE LDP Program Manager will develop and implement a periodic report that provides an integrated evaluation of the program evaluation results provided in 14.b.(1). The report will also discuss leadership development issues, successes, lessons learned and suggested program revisions.

FOR THE COMMANDER:

2 Appendices
Appendix A Definitions
Appendix B USACE LDP Program Level
Summaries

YVONNE J. PRETTYMAN-BECK
Colonel, Corps of Engineers
Chief of Staff

APPENDIX A

DEFINITIONS

Be-Know-Do (see also the USACE Learning Organization Doctrine). USACE has selected and adapted the Be-Know-Do framework from Army Leadership Doctrine as the foundation concept for learning.

> Be. Refers not only to values and character, but also to "Talent" and "Strengths" as defined below.

> Know. Refers to ones knowledge (i.e., awareness and understanding)

> Do. Refers to ones skills, experience, action and behavior.

In a learning organization we must continually learn, and so we add "Learn" to the Army model of Be-Know-Do.

> Learn. The levels one attains in acquiring knowledge and attaining experience are never sufficient or static. In a learning organization leaders must continually learn, and transfer what they have learned to others and to the corporate knowledge base. Thus learning leaders are also mentors, teachers and developers of others, enhancing their growth and development for the future of the organization.

Empowerment. Empowerment is an ongoing way of working together, in which the leader makes the vision clear, and then gives a team or an individual a particular task or project to create that vision. The team or individual is enabled by the appropriate resources and responsibility. Empowerment is more than delegation. Empowerment exists when people are willing and leaders make them able to fulfill a mission or project. **Willing** means individuals are motivated to accept the responsibility to perform, and **able** means the leader / manager delegates the authority, ensures the individual's competence to perform the assignment, and provides the required resources whether they be tools, systems or funding. When workers are empowered, the culture is one of continuous innovation and learning.

Facilitator. Facilitators lead small group discussions. These individuals may or may not have an established relationship with participants, but are responsible for enabling open discussion, encouraging full group participation, and providing participant evaluations to the appropriate Program Level Advisor.

Leader. A leader is a person others want to follow, and their leadership is based on personal qualities and relationships to those they lead. Strategic leaders answer the question "Are we doing the right things?" Operational leaders answer the question "Are we doing things right?" Leaders need to have the talent and develop the strengths to use their knowledge in what they do.

Leaders-At-All-Levels. Leaders-at-all levels means a person can be a leader of some processes or situations regardless of their role in the organization. Leadership is not defined by position but by the individual and the relationships they develop with others.

Mentor. A mentor is someone who has achieved professional success, acquired self-confidence, experienced professional satisfaction, and wishes to provide the benefit of his or her professional experiences to a developing employee. A mentor serves as a trusted, experienced guide, teacher, tutor, coach, motivator, and role model. A mentor has a sincere desire to enhance the success of others, and guides others career development through a one-on-one relationship over a long period. A mentor helps to define expected level of effort to accomplish goals.

Organizational Learning. Organizational learning occurs as strategic, operational, and technical learning is brought into meetings and the centers of decision-making, and then entered into a knowledge management system. The knowledge management system filters, distills, and integrates it so that we turn information into knowledge that is used throughout the organization. Systematic organizational learning means that we standardize the enabling tools of learning, so we are aligned in how we plan and develop initiatives, how we align all elements of our culture, and how we make decisions.

Skills. A skill is what you have learned to do. Proficiency in a skill is performing the steps of an activity with ease.

Stakeholders. Stakeholders are individuals or organizations outside the Corps that are systematically engaged in work with the Corps. Stakeholders have a "stake" in the outcomes of Corps work. Shared projects depend on how well the Corps values are understood and aligned with the stakeholder values. Examples of Corps stakeholders are the environmental community, U.S. Army, U.S. Air Force, the Administration, Congress, clients, the media, state and local governments, architect-engineer firms, construction companies and others.

Strengths. Strengths refer to the integration of ones' talents, education, experiences, and accomplishments to achieve consistent near perfect performance in an activity. Leaders need to apply their talents, knowledge and experiences to develop their strengths. Individuals excel by maximizing their strengths.

Strengths Performance Coach. A Strengths Performance Coach (SPC) is trained and certified to guide individuals in the development of their top themes / talents. They provide coaching to participants in order to teach, clarify and help participants distinguish natural talents from things learned, work with dominant talents, and develop a common language to describe talents. Through the coaching relationship, SPCs help the participant build on talents and develop strengths to achieve a level of performance that is both productive and fulfilling.

Sub-Communities of Practice (Sub-CoP). There are 24 Communities of Practice (CoP) defined by USACE 2012. A Sub-CoP is a community of practice focused on a functional content area within one of these CoPs. The USACE LDP sub-CoP is part of the Human Resources CoP.

Succession Planning. Succession planning occurs when leaders ensure that those with the requisite talents and strengths for the future are being developed and prepared to fulfill needed roles and evolving mission requirements.

Systemic Approach. Leaders who take a systemic approach see the unfolding trends of the past and how these trends will likely develop over time, and apply this understanding to workforce planning for the future. They ensure that those with the requisite talents and strengths for the future are being developed and prepared to fulfill needed roles and evolving mission requirements. Succession planning is one example of a systemic approach.

Talents. Talents are naturally recurring patterns of thought, feeling, or behavior.

Teams. A team is a group of people working together, integrating diverse talents, expertise, and knowledge to achieve a common goal. There are different types of teams as described below, each assembled to build the best team to help the customer succeed:

> Matrix Team. Works across organizational and/or functional boundaries
> Functional Team. Works within the same functional discipline
> Virtual Team. Works across physical boundaries

Transformation. For the Corps to become a learning organization, it must develop a new cultural approach to its business and learning. This new cultural approach is a transformation. A complete description of what is involved in this transformation is available in the *USACE Learning Organization Doctrine: Roadmap for Transformation.*

USACE LDP Management and Administration Guide. The Management and Administration Guide (Guide) assists Corps organizations in the implementation, management and administration of the USACE LDP with suggested approaches, procedures, resources and guidance. It presents approaches to accomplishing the required components of the USACE LDP, and suggests appropriate individual and organizational assignments for the oversight and management of the program. Commanders may also supplement the curriculum outlined in the USACE LDP with components that are aligned with USACE LDP outcomes and objectives. The Guide is available on the Enhanced Learning Network (www.usaceln.org)

USACE Learning Organization Doctrine: Roadmap for Transformation. (http:www//usaceln.org)
The Learning Organization Doctrine is a USACE policy that explains the context that requires
our transformation to a learning organization, defines the learning organization we must become,
and provides concepts to guide our thinking. It also guides us in the development of leaders at
all levels by describing the leadership needed to attain the Corps ideal future.
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USACE as a Learning Organization. USACE seeks to become a learning organization that is a
self organizing, adaptive system, focused on continuous improvement of organizational
competence, innovation and effectiveness in a non-threatening, empowering culture. To that
end, USACE has implemented 2012. Information regarding USACE 2012 may be found at
http://www.hq.usace.army.mil/stakeholders/

USACE Strategic Direction. (http://www.hq.usace.army.mil/cepa/vision/vision.htm)

USACE Strategic Vision: (http://www.hq.usace.army.mil/cepa/vision/vision.htm)

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APPENDIX B

USACE LDP PROGRAM LEVEL SUMMARIES

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USACE LDP Program Level Summaries

Designed to ensure leadership development opportunities for individuals working at all levels of the U.S. Army Corps of Engineers, the USACE Leadership Development Program includes four (4) different program levels. Level 1 provides basic orientation to Corps business processes, culture and environment. Levels 2, 3, and 4 specifically address participant developmental needs appropriate for the increased leadership roles to which they may aspire.

Note that it is not intended that every Corps employee participate in every level, or that levels be completed in successive years. To that end, participants will incorporate other developmental experiences such as Department of Army and Department of Defense leadership programs.

Level 1 - Basic Training and Orientation – Estimated Hours per Participant: 26 Hours (Self-Paced)

All new employees of the U.S. Army Corps of Engineers and current employees who have not completed the Level 1 modules will participate in *Level 1 - Basic Training and Orientation*. This program level familiarizes USACE employees with the Corps culture and values, strategic direction, and business processes and principles. Participants are encouraged to enter their perceptions of the study material in the *Level 1 Journal* provided on the Learning Network (http:www//usaceln.org). In addition, local organizations may supplement the curriculum with information and features of their locality. Local organizations may also offer participants the opportunity to meet in small groups to discuss what they have learned in the self-study programs. At the conclusion of their learning, participants will better understand the Corps and how they fit within the broader view of their organization.

Level 2 – Self and Teams – Estimated Hours per Participant: 105 Hours Over a Maximum of Two Years

Level 2 – Self and Teams provides participants with experiences that increase self-awareness and understanding of their individual strengths and potential for leadership. They participate in interactive workshops to enhance their understanding of basic leadership concepts with regard to learning organizations and strengths-based leadership. They will work on one or more team project(s) that use talents, apply learning organization doctrine, provide experience using learning organization questions to facilitate learning, and demonstrate customer success. They will be coached on their experiences in the program. Other learning experiences include maintaining a journal, assigned readings, self-study, facilitated discussions, and a reflective essay.

Level 3 – Regional Leadership – Estimated Hours per Participant: 172 Hours Over a Maximum of Two Years

Level 3 – Regional Leadership offers participants the opportunity to develop and expand their regional leadership perspectives. It includes participation in a Regional Management Board meeting. Participants select and work with a mentor throughout this level. They participate in Washington Week (where they learn about National and HQUSACE operations) as well as the Leadership for Learning and Team Strengths course. Participants will learn how their leadership is perceived by peers and subordinates through an evaluation process. They will work on one or more team project(s) that address regional challenges, use talents, and apply learning organization doctrine. Participants also maintain a journal throughout the program and write a reflective essay.

Level 4 – National Leadership – Estimated Hours per Participant: 191 Over a Two Year Program

In *Level 4 – National Leadership*, participants enhance their ability to do the right things today to create our ideal USACE future. They develop their Executive Core Qualifications (ECQs) and attend a 2-day ECQ course. Participants gain strategic perspectives and insight through a 5-7 day National Challenges Workshop, which includes visits with USACE senior leaders, Pentagon officials, and Congressional staff. Participants develop further insights to strengths-based leadership through a facilitated discussion and web-based seminar. Participants demonstrate their leadership effectiveness through a team project which uses the 7-S model to develop and implement a strategy to affect change for a national challenge. Participants also maintain a journal throughout the program, dialogue with a mentor, and facilitate small group discussions.

Program Level Comparisons	Local Oversight		Regional Oversight	HQ Oversight
	Level I Basic Orientation	Level 2 Self and Teams	Level 3 Regional Leadership	Level 4 National Leadership
Program Purpose	Involve all employees in an orientation program that helps each individual better understand the Corps' business and culture and to consider the questions: "How do I learn and develop in the Corps? Do I want to be a leader in the Corps?"	Participants will understand their individual talent potential and the methods and approaches to develop them. They will learn the connection between the Learning Organization Doctrine, leadership and talent, and Corps business process; They will apply these concepts to work to achieve success for the team and the customer.	Participants expand and enhance their perspectives to incorporate regional issues and challenges across boundaries. They develop and expand collaborative relationships to help team members and customers succeed.	Participants show connection between their work and the strategy of Corps, Congress, and the Nation; They participate in developing solutions, or a project to address corporate challenges; and develop new and/or strengthen existing strategic alliances with stakeholders based on Learning Organization Doctrine Concepts.
Desired Outcomes	Understand Corps culture and values, and fundamental business processes and principles	1. Understand individual strengths, and using individual strengths to build teams/partnerships 2. Team Project that: a. Uses personal talents and strengths b. Applies Learning Organization doctrine behaviors to actual work c. Uses Learning Organization doctrine question with team (see Learning Organization Doctrine, p. 86), and d. Demonstrate and measure customer success 3. StrengthsFinder online assessment 4. Participants will: "Apply my talents and strengths both for self-development and success of the team and customer." 5. Reflection and feedback on leadership and the program	1. Link strengths and career planning to the needs of the organization 2. Develop mentoring relationship for leadership guidance for career development 3. Increase understanding of importance of strengths in team assignments 4.Gain insight regarding Corps relationships with other agencies and their role in government 5. Understand function of RBC in the regional environment, and concept of "one region." 6. Understand self as related to Learning Organization, regional teams; deepen understanding of Learning Organization and relationship to Corps business processes 7. Regional Team project that uses PMBP process to create innovative solutions, addressing mission related regional challenge across boundaries that engage team and customers to co-produce success. 8. Practice and hone facilitator skills 9. Obtain feedback regarding impact of own leadership 10. Reflection and feedback on leadership and the program	1. Identify personal experiences (strengths and weaknesses) relative to executive selection process 2. Understand how talents / strengths relate to corporate selection process (ie., Leadership Strengths Interview) 3. Expand network of relationships with stakeholders and build strategic alliances, relationships, and partnerships; gain insights to enhance Corps relevance 4. Expand strategic perspective 5. Improve employee / customer engagement in own organization; hone leadership strengths and manage areas of non-talent. 6. Corporate Team Project to create innovative solutions to address a corporate leadership challenge; create or use strategic partnerships to develop best practices and lessons learned; integrate lessons learned or innovations to increase Corps competence 7. Hone facilitation skills and contribute to support of other LDP groups 8. Create positive learning from Level 4 experiences by integrating perceptions of participant, mentor, sponsor, supervisor and commander 9.Contribute to program improvement through evaluation 10. Develop and implement post utilization plan.

Eligibility	All employees new to the Corps. Current employees who have not completed any components of Level 1 should do so.	Locally Determined	Regionally determined but grades are typically GS 11-13 or equivalent or higher, full time, career status. Selection consideration may be given to candidate's viability for Level 4.	GS-14, 15 or equivalent. Full time, career status.
Prerequisites	None	Completion of Level 1	Completion of Level 1 and Level 2 Graduate, or equivalent to include an understanding of key leadership concepts. If not previously completed, must complete StrengthsFinder assessment component, including consultation discussion with strengths coach, within 90 days of program commencement.	Completion of Level 1 and Level 3 Graduate, or equivalent to include understanding of key leadership concepts, Corps culture and business processes. If not previously completed, must complete StrengthsFinder assessment component, including consultation discussion with Strengths coach, within 90 days of program commencement.
Application Package	None	Applicant Profile; Applicant Statement of Interest; Supervisory Endorsement; Agreement by District Commander, Laboratory Director, Center Commander, and Field Operating Agencies (FOA) as appropriate.	Applicant Profile; Applicant Statement of Interest; Supervisory Endorsement; Agreement by Regional Champion or designee; Applicable Essay (Why I want to develop myself as a USACE leader); copy of two most recent performance appraisals; post utilization plan.	Applicant Profile; Applicant Statement of Interest; Supervisory Endorsement; Regional endorsement; Applicable Essay; copy of two most recent performance appraisals; post-utilization plan.
Nomination Endorsement	N/A	Supervisor Endorsement	Division Chief or equivalent concurrence & Commander Endorsement	DE endorsement, Division Commander (or equivalent) concurrence & endorsement
Selection Body	NA	Determined by DE/Deputy Commander or equivalent	Regionally Determined	Headquarters Program Steering Committee (To be established by USACE Champion and USACE Program Manager)

Recommended # of Participants	All new employees and employees who have not yet completed content	Locally Determined	Regionally Determined	Each region, ERDC, may nominate 2, centers - 1 per center, and participants will be competitively selected by panel consisting of USACE LDP Champion and Program Manager, and other leaders as designated by the USACE LDP Champion.
Entry Process	Non-Competitive	Competitive	Competitive	Competitive
Estimated Participant Hours	26.00	105.00	172.00	191.00
Duration	180 days	Maximum of 2 years	Maximum of 2 years	2 years
Oversight Proponent	Supervisor	Local	Regional	HQ

Curriculum / Content	1. CorpsPath 2. Learning Organization Synopsis 3. ER 5-1-11 (USACE Business Process) 4. Environmental Operating Principles (USACE Doctrine) 5. PMBP 1 - Why PMBP 6. PMBP 2 - Teams and Me 7. PMBP 3 - Public Service and Me 8. PMBP 4 - The Organization, Teams and Me 9. PMBP 5 - Quality and the Project Delivery Team (PDT) 10. PMBP 6 - Working in a PDT 11. PMBP 7 - Success, the PDT and Me 12. PMBP 8 - Call to Action 13. HQ and Division Campaign Plans 14. 2012 Executive Summary 15. Local Orientation	1. IDP linked to Strengths measure 2. <u>Now Discover Your Strengths</u> 3. StrengthsFinder web-based assessment 4. Minimum of 2 Strengths Coaching interviews 5. PMBP 4, 5, 7-8 Review 6. <u>Learning Organization Doctrine</u> 7. Introduction to Learning Organization Workshop 8. Introduction to Strengths Workshop 9. Team project addressing actual work 10. Personal overview of Level 2 (journal entries) 11. Personal Reflection Essays 12. Participant program evaluation 13. Approved post utilization and development plan	1. Progressive, strengths based IDP 2. Develop Mentoring Relationship 3. Team level strengths seminar 4. PROSPECT course, Leadership for Learning. 5. Capitol Hill Workshop 6. Attend RMB meeting 7. Participate in RMB meeting 8. Regional Project: a. Implement Strengths-Based team effectiveness strategies b. Present Learning in forums re: Best Practices c. Share best practice through corps data base(s) 9. Facilitate a small group discussion 10. Assessment of leadership impact 11. Continue entering perceptions and learning in journal 12. Approved post utilization and development plan	1. Develop Executive Core Qualifications (ECQs) 2. Attend OPM ECQ Seminar 3. Ongoing Mentoring Relationship 4. National Challenges Workshop 5. Strategic Dialogue around national challenge 6. Corporate team project on strategic challenge 7 .Facilitator / leader of Leader workshops with constituents and customers 8. Assessment and re-assessment of interaction with employees / customers regarding leadership style, level of engagement to gauge improvement 9. Journal to provide synopsis of ideas / evaluations / lessons learned to program advisors 10. Approved Post utilization and development plan
Post Program Utilization and Development	NA	1. Appropriate for LEAD or similar leadership course 2. Appropriate for Action Officer Development Course 3. Serve on ad hoc teams that address local / regional issues 4. Assist in LDP activities 5. Developmental assignment 6. Required and optional DA and DoD Leadership Development Courses	1. Leaders and members serve on Ad Hoc teams which address local/regional issues 2. Assist as necessary to support LDP activity in the region 3. Appropriate level for OLE or similar course 4. Management Development course at appropriate level 5. Developmental assignment 6. Required and optional DA and DoD Leadership Development Courses	1. Develop and implement programs, guidance, etc. which influence organizational systems and processes 2. Serve on PDTs addressing strategic / leadership issues 3. Senior Service College and Advanced leadership programs 4. Developmental assignment 5. Serve as mentor 6. Assist/support LDP activity